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ABSTRACT

This manual is designed to help teachers organize vocational student organizations (VSOs) as part of vocational education courses. The manual is based on modern business/industry personnel management theory and practice, using personnel management techniques usually referred to as organizational development. The manual provides teachers with the lesson plans needed to establish a democratic VSO that will function on its own and to establish a VSO structure that will encourage every student to become involved. The first of three sections introduces the manual, provides a rationale for VSOs, and lists competencies that should be achieved by students involved in VSOs. The advisor's role in establishing the student organization is explained in the second section. The final section contains five lesson plans on the following topics: setting VSO goals, mastery of parliamentary procedure, writing the constitution, and election of officers. Each lesson plan consists of an objective and several procedures (lecture, small group activity, reporting and recording, preparation, and student practice). Appendixes contain constitutional forms, nomination petitions, and a guide to parliamentary procedure. (KC)

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TEACHER'S MANUAL

A COMPETENCY BASED APPROACH TO DEVELOPMENT OF A FUN & EFFECTIVE VOCATIONAL STUDENT ORGANIZATION

Arizona Department of Education
Carolyn Warner, Superintendent
Dr. Jim Hartgraves, Deputy Supt.
Dr. Ray Ryan, Deputy Supt.

June 1983

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PREFACE

VICA Now!

A Competency Based Approach to Development of a Fun and Effective Vocational Student Organization was first published in 1981. Since that time, Vocational Industrial Clubs of America has been designated the official vocational student organization for health occupations students of Arizona. The trade, technical and industrial students of our state have been actively involved in VICA since 1965.

Suggested Resources:

To achieve a successful student organization, it is strongly advised that you incorporate the use of two VICA publications as well as use this manual. The "VICA Teachers Tool Kit" is an excellent resource which explains how to get started in VICA, the election process, committee responsibilities, and how to establish a program of work for your club. The second publication, the VICA Leadership Handbook, is the official guide to the organization. By combining these two resources with this manual you will have an excellent and effective VICA club.

Need Further Assistance?

Technical assistance is available through the Arizona Department of Education to teachers and advisors in our state wishing to start or improve their vocational student organizations.

For further information, you may wish to contact:

Trade & Industrial Education

Ken Thompson, State Supervisor of T & I Education - 255-5196

Greg Donovan, State VICA Director - 965-7180

Health Occupations Education

Ellen O. Pearson, State Supervisor HOE - 255-3040

Karen M. Duffy, HOE Program Development Specialist - 277-8613

Dr. John Bradley, HOE Inservice Coordinator - 264-0130

ACKNOWLEDGEMENTS

Writing A Competency Based Approach to Development of a Fun and Effective Vocational Student Organization was a long process. When I came to Arizona, Yvonne Hutchinson of Tolleson High School had the only health careers Vocational Student Organization (VSO) in the state. Yvonne had completed the Northern Arizona University vocational teacher education program and was taught how to be a VSO advisor by Dr. Dean Teel.

Vocational Students Organizations; such as Future Farmers of America (FFA), Home Economics Related Occupations (HERO) and Vocational Industrial Clubs of America (VICA); are a valued part of most vocational programs. However, being a VSO advisor is not easy and it is unrealistic to expect a teacher to start one without help. Initially, I sought to remedy this problem by providing teachers with individual assistance.

By the fall of 1979, five health careers teachers had active VSO chapters. These teacher/advisors and their student officers met Saturday, April 19, 1980 to discuss the possibility of organizing a statewide health careers VSO. Dee LaMothe, Ellen Pearson, myself and the following persons were present:

Teacher/Advisor	President	School
Jeanne Akers	Kim Breedlove	Alhambra High School
- - - - - -	Kristi Hunter	Dysart High School
Jayne Lauman	Kim Carlson	Flagstaff High School
Gary Tyra	- - - - - -	Glendale District
Donna White	- - - - - -	Glendale District
- - - - - -	Roseanne Camarillo	Tolleson High School

It was unanimous that a statewide health careers VSO was needed. However, there were problems. Foremost, was the need for "how to do it" manuals for both teacher/advisors and student officers.

The pilot drafts of both a Teacher's Manual and Officers' Handbook were written in response to the indicated need. Xerox copies were then field-tested by the following teachers during the fall semester of 1980:

Delores LaMothe - Alhambra High School
Dianne Miller - Buckeye High School
Gary Tyra - Glendale High School
Eleanor Anthony - Scottsdale Career Ctr.
John Bealer - Buena High School
Jayne Lauman - Flagstaff High School
Lila Hutcherson - Phoenix West High School
Patricia Bachelier - Nogales High School
Mary Springer - Mingus High School
Sharon Gladden - Chinle High School
Bill Dullas - Cactus High School
Sue Morrison - Horizon High School

Final drafts, based on teacher's experiences, were then written during Spring 1981.

Production of A Competency Based Approach to Development of a Fun and Effective Vocational Student Organization certainly was no one man show. Everyone named deserves thanks. If these handbooks are of value it is because of the highly talented and hard-working colleagues and friends who helped to do the job.

Jayne Dee Hendrickson deserves thanks. She typed these handbooks and everything else while answering the phone and fielding unending questions. Not only is Ms. Hendrickson a highly skilled secretary and medical assistant, but she is consistently one of the most pleasant persons I have ever met. She remained positive no matter what.

But most of all, Ellen O. Pearson, State Supervisor of Health Occupations Education in Arizona, deserves recognition. She saw the need for these handbooks and supported their development even though they had not been contracted for. They could not have been written without Mrs. Pearson's support.

Dr. John L. Bradley, Coordinator

Health Occupations Education Project

INTRODUCTION

Organizational Development

This manual is based on modern business/industry personnel management theory and practice. About 1960 the business/industry community recognized that traditional authoritarian management practices were counterproductive. In response, new personnel management techniques were researched and perfected and are now in general use. These techniques are usually referred to as "Organizational Development" (OD). Educators have come to recognize the value of OD and up-to-date educational leadership programs now teach organizational development skills.

The practice of OD encourages administrators to involve workers in the making of important decisions. Some persons might suppose that the practitioners of OD are weak leaders who do not care about productivity or quality control. The opposite is true.

One basic law of human nature is that people will work a lot harder to accomplish their own goals than they will in response to orders from the boss. The goal of OD is to turn on every member of an organization to the extent that they will work to the utmost of their ability and authority towards accomplishing their organization's goals. The results are increased productivity, profit, and job satisfaction.

Why a VSO?

Vocational Student Organizations (VSO's) are receiving increased support. By law they are now considered part of a school's curriculum and can be conducted during class time. This is because they are an excellent way to teach the attitudes and values it takes to be a success in school, on-the-job, and as a citizen.

Many adolescents experience feelings of low self-esteem, ethical and moral confusion, and feelings of powerlessness. Having begun to leave childhood, they compare themselves to adults and are often unable to measure up. They are trying to learn what is right and wrong in a time when many traditional values are in question. Adolescents need practice in making decisions and how to live with the consequences which result from the decisions they have made.

The experience of establishing and maintaining a democratic VSO provides students with a laboratory in which to learn the joys and responsibilities of being adult. The variety of offices to be filled and activities to participate in furnishes each student with a challenging endeavor and the opportunity to be a success. The fact that student ideas are acted upon helps them realize they are important and not powerless.

Classtime is too precious to waste on frivolous activity. The decision to make it legal to conduct VSO meetings during class was made after careful consideration. Vocational Student Organizations are being given more emphasis because time spent in class on VSO activity is time well spent.

Competencies

The goals of this manual are two: 1) To provide teachers with the lesson plans needed to establish a democratic VSO that will function on its own and 2) To establish a democratic VSO structure that will encourage every student to become involved.

The primary objectives students are to learn are those involving COMPETENCE AS A CITIZEN. A student who participates in a VSO that is organized in accordance with the principles outlined in this Teacher's Manual and the accompanying Officer's Handbook will have developed the following competencies:

Cooperation: Establishes and maintains a democratic organization.
Leadership: Demonstrates the ability to lead a discussion, chair a meeting, motivate peers, and represent peers.
Self-Concept: Experiences the pride which results from being recognized for having done a good job and reciprocates in kind.
Service: Helps others in a responsible manner.

Secondarily, the motivation that comes from competition helps students hone their job survival skills. The combination of classroom instruction plus VSO participation will result in development of the following job survival competencies:

Authority & Responsibility: Understands what employers expect from an employee.
Work Ethic: Arrives on time ready to work and takes pride in doing a good job.
Conflict Management: Demonstrates the ability to manage conflict in a constructive way.
Human Relations: Establishes and maintains appropriate relationships with colleagues, patients and superiors.
Employment: Demonstrates the ability to interview for and apply for a job.

The information in this Teacher's Manual and in the Officer's Handbook are both meant to be adapted to meet local needs. In fact, the best VSO will be one that has exercised considerable individualism, initiative, and ingenuity as it seeks challenges and opportunities for learning and service.

The Advisor's Role

For a VSO to be an effective instructional tool, it must be an integral part of the vocational education course in which it is based. This means that class time needs to be scheduled each week for the VSO to meet. VSO's are an authorized part of the vocational education curriculum because they are an effective way to teach such essential citizenship and job survival skills as leadership and respect for the dignity of work.

The Advisor's role is critical to a VSO's success. Since student officers graduate or are promoted soon after they learn their roles, it is up to the Advisor to provide the continuity necessary for a VSO to flourish year after year.

However, that does not mean that a VSO belongs to its advisor. It is the property of the students for whom it was organized. It is the Advisor's job to help them become a viable organization and to serve as their liaison with school administration. Specifically, the Advisor's role is to:

1. Secure administrative approval to launch a VSO.
2. Schedule a regular time for the VSO to meet each week.
3. Advise student officers when it is apparent they are making a mistake or when advice is asked.
4. Launch a new VSO each fall.
5. Instruct students in VSO organization, election procedures, and in the use of parliamentary procedure.
6. Insure that the VSO complies with school policy.
7. Represent VSO interests to school administration.

On the other hand, it is not the Advisor's role to save the VSO. For example, if VSO members decide to sell T-shirts to raise money, the Advisor needs to present plans to administration and obtain a time slot on the school calendar. Should no VSO members show up to sell the T-shirts on the appointed day, that however, is the VSO members' problem and not their Advisor's. One of the most important citizenship concepts VSO membership can teach is that each of us is responsible for our own actions and the success or failure of the organizations which we endorse.

The role of Advisor is important. A VSO is not likely to survive without an Advisor's help. On the other hand, the VSO belongs to the students for whom it was organized. Whether or not a VSO prospers is really their responsibility.

A good VSO teaches citizenship and job survival skills, accomplishes members' goals, and is fun to belong to. It will take at least seven regular classes (350 minutes) to establish a good VSO.

The important things for VSO Advisors to build among their students are a sense of mutual concern and community. The following lessons are designed to accomplish these goals.

Lesson 1 - Setting VSO Goals

Objective

At the conclusion of this class, students will have decided what it is that they want their VSO to accomplish.

Procedures

Lecture - 10 Minutes: Explain why VSO participation is an important part of the class and why each student will be expected to participate.

Small Group Activity - 30 Minutes: Divide the class into groups of from 5 - 8 members each. Each group's task is:

> To decide what it is they want their VSO to accomplish during the coming year.

For example, the members of one group might decide they want dances and parties, another group might want to learn what jobs will be open to them when they graduate, a third group might want to be of service to the needy, and a fourth might be in favor of collecting money for a scholarship to award to the VSO member who earns the highest grades. Each idea is an acceptable goal for a VSO to pursue.

Reporting and Recording - 10 Minutes: After 25 minutes of discussion, have the members of each group choose a spokesperson to present their ideas to the class. Write each group's ideas on the blackboard. After all ideas have been presented, have the students choose the four or five best ideas for their club's goals.

Lesson 2 & 3 - Mastery of Parliamentary Procedure

Objective

Upon completion of three classes, students will be able to use parliamentary procedure well enough to conduct business in an orderly manner.

Procedures

Preparation: Duplicate a copy of the Parliamentary Procedure Guide included with this manual as Appendix C, for each student.

Lecture - 10 Minutes: Explain to students that parliamentary procedure is the accepted way to conduct a business meeting and that not knowing these skills will make it difficult for them to participate in important meetings throughout life.

Next, assign each parliamentary skill to specific students and have these individuals prepare themselves to teach the entire class how to use the assigned skills. Give students five minutes to prepare their lectures/demonstrations.

Student Lectures/Demonstrations - 90 Minutes: Have each student teach one or more parliamentary skills to the class. Clarify points as necessary.

Student Practice - 50 Minutes: Divide the class into groups of 5 - 8 students each. Have each member of each group take a turn as chairperson and conduct a sample meeting. Each chairperson is to preside over the following business:

1. Call the meeting to order.
2. A member makes a motion.
3. Members discuss the motion.
4. A member amends the motion.
5. Members vote on the amendment.
6. Members vote on the motion.
7. Adjourn the meeting.

Lesson 4 - Writing the Constitution

Objective

At the conclusion of this class, students will have drafted a constitution for their VSO.

Procedures

Preparation: Write the student development goals on the Constitution Form that is included with this manual as Appendix A. Duplicate a copy for each member of class.

Drafting the Constitution - 50 Minutes: Explain to students that they are about to draft a constitution for their VSO. Lead class discussion through the form one article at a time. Write students' ideas in regard to each article on the board and have the class decide each article before moving on. The most controversial issues are last. These are the colors and emblem. If necessary, these decisions can be postponed until after officers are elected.

Lesson 5 - Election of Officers

Objective

Upon conclusion of this class, students will have elected competent officers to lead their VSO.

Procedures

Preparation: Duplicate one copy of each of the Nominations Petitions, included with this manual as Appendix B, for each student in class.

Election of Officers - 100 Minutes: Pass out the Presidential Nomination petition, have students complete theirs in secret, collect the petitions and tabulate the results. In private, ask the two persons most often nominated whether they will devote the time and energy it will take to do the work that being a good officer requires. Once two good candidates have been identified, have the class elect a president by choosing between these two individuals. Repeat this procedure until officers are elected for each office.

Post Script

The Teacher/Advisor who has followed the procedures prescribed on the previous pages will now have a VSO that has the potential to function on its own with a minimum of supervision and advice. This is because members will be working towards accomplishment of their own goals and because elected leaders will be persons who are qualified and hardworking as well as popular.

APPENDIX A

DRAFTING A CONSTITUTION

Directions

Drafting a constitution should be a team effort. It is important that everyones' opinions be asked and included, because drafting a constitution will have two outcomes: Members will develop a sense of community and ownership of the organization while the organization obtains a guiding and governing document. Having one or two persons draft a constitution in isolation is divisive. Drafters develop a sense of ownership and need to defend their work while other members tend to be suspicious of the drafters and the document they have created.

It is much easier to improve an existing document than it is to create a new one. The following outline will speed the drafting process. Each article has an explanation of what it is, and a sample statement to improve upon.

This form is meant to be a guide. Advisors should feel free to modify statements as necessary to meet local needs.

Official Name

Every organization needs a name that communicates its purpose and personality. It is also helpful to adopt an appropriate acronym, such as WILL, IMPACT, HOPS, to aid the group's identity.

Article 1

Name: The official name of this VSO will be _____

_____

It may be referred to as _____

(acronym)

Statement of Organization Goals

A clear statement of goals is important, and makes it possible for members and officers to focus energy on mutual concerns. A statement of goals should include the ideas identified during the earlier class. It is important to remember that members often develop ownership of goal statements. It may be a good idea to write goals as originally worded even though this results in inconsistent style and format.

Article 2

Purpose: The goals of this VSO will be to:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Membership

Membership implies responsibility. What most organizations offer in return for their membership card is the right to work hard. It is therefore advantageous to divide tasks among as many persons as possible.

Dues provide income and are a symbol of committment. They may be a good idea even if the income is not necessary for the VSO to survive.

It is to a VSO's advantage to affiliate with a state or national VSO. There is strength in numbers and there are benefits to be gained. Becoming a chapter of a state or national VSO involves payment of dues to that association.

Article 3

Membership: Membership in this VSO will be open to all _____

_____.

Dues: Dues of $____.___ will be paid to the VSO Vice-President of Finance on or before _____.

Charter: This Association will be chartered with _____.

Organizational Structure

A VSO needs structure and leadership to accomplish it's goals. The following organizational structure is designed to divide authority, responsibility and leadership among four elected officers and task force coordinators who will be appointed by the President and agreed to by the majority of members.

Article 4

Executive Council: The executive council will include the following officers: President, Vice-President of Administration, Vice-President of Finance, and Secretary. The duties of each will be as follows:

President

1. Sets agendas and presides over all meetings.
2. Serves as official spokesperson.
3. Solicits and/or appoints Task Forces as necessary.
4. Co-signs expenditures.
5. Other duties as assigned by the Executive Council.

Vice-President of Administration

1. Participates in meetings on an equal status with other members.
2. Assumes the President's duties in the President's absence.
3. Supports each non-fund raising Task Force.
4. Co-signs expenditures.
5. Other duties as assigned by the Executive Council.

Vice-President of Finance

1. Participates in meetings on an equal status with other members.
2. Collects and accounts for all VSO finances.
3. Supports each fund-raising task force.
4. Co-signs expenditures.
5. Other duties as assigned by the Executive Council.

Secretary

1. Keeps minutes during each business and Executive Council meeting.
2. Keeps a current copy of the clubs Constitution and By-laws.
3. Initiates correspondence and responds to all requests for written information.
4. Maintains an accurate roll of VSO membership.

Task Force Coordinators

1. Learns specifically what it is that the Task Force is to accomplish.
2. Directs efforts of the Task Force towards accomplishment of it's goal.

Dismissal of Officers

It is generally unwise to elect officers using a "nomination from the floor" process. Doing so can result in the election of officers who are popular, but, who do not care to work. The election of good officers is too important to leave to chance.

Article 5

Election: Election of officers will be by secret ballot. Election rules are as follows:

1. Candidates will be chosen by the membership at large using a nominations form that is to be completed by each member in secret.
2. Officers will be elected by a simple majority of all members present and voting.

Dismissal: Any officer can be impeached by secret ballot. Impeachment rules are as follows:

1. Grounds for impeachment are failure to carry out assigned duties and/or the commission of fraudulent acts.
2. Officers will be impeached by a two-thirds majority of all members.

Resignation: Any officer may relinquish his/her office by written notice.

Vacancies: To be filled by the following procedure: The President will be replaced as specified by Article 4 of this Constitution. All other vacancies shall be filled by special election within two weeks from the time a vacancy occurs.

Conducting Business

While effective Executive Council planning helps insure good meetings, most groups accomplish their work through small teams or task forces. The responsibilities and authority of the Executive Council, Task Forces, and members at large should be spelled out. In general, the more autonomous each Task Force is, the more it can be expected to accomplish. On the other hand, without direction, accomplishments may not address mutual concerns.

Article 6

Operation: This VSO will operate within the following guidelines:

Executive Council:

1. Includes all Elected Officers.
2. Meets at least once per week and prior to each club meeting.
3. Is chaired by each officer on a rotating basis.
4. Is responsible for development of policy.
5. Develops and distributes an agenda prior to each business meeting.

Task Forces:

1. Each Task Force will have responsibility and authority to conduct one VSO activity.
2. Coordinators of non-fund raising Task Forces will report to the Vice-President of Administration.
3. Coordinators of fund raising Task Forces will report to the Vice-President of Finance.

Business Meetings:

1. VSO Meetings are open to all persons who meet the membership criteria spelled out in Article 3.
2. Ratification, amendment, or rejection of policies and Task Force actions will take place at a regular business meeting.

Symbolism

Symbolism is often neglected, and it should not be. Symbols which express the VSO ideals foster ownership and a sense of community among members of the VSO.

Article 7

Emblem: The VSO emblem will be _____

_____

Colors: The VSO colors will be _____

_____

Changes

No document is perfect. It is important to include a means of changing the constitution.

Article 8

Amendments: The constitution may be amended by a two-thirds vote of the active membership of the VSO. Amendments must be available to members in writing at least 24 hours prior to vote.

By-Laws: By-Laws may be proposed by any VSO member during any regular business meeting. By-Laws become binding if passed by a simple majority of the members present and voting.

APPENDIX B

NOMINATION FORMS

One of the worst things that can happen to a Teacher/Advisor is for VSO members to elect officers who are popular, but, who lack leadership skill and/or the desire to work hard. The procedure described in Lesson 5, and the following nomination forms are designed to minimize this risk. However, no system is perfect and it is the Teacher/Advisor's responsibility to insure that good officers are elected.

It is recommended that the Teacher/Advisor retain tight control of the election process. Nomination forms for one office should be distributed, tabulated and the election for the office completed before moving on to the next office. This way persons not elected, but who have leadership potential, will have a second opportunity to be elected.

Be certain that potential candidates are willing to work hard before the election begins. There is little virtue in sticking with the two persons most often nominated if one or both are unwilling to live up to the responsibilities of the office in question. It is also a good idea to stress the fact that students need to give serious consideration to the principles stated on the nominations petition if they hope to accomplish their goals.

PRESIDENTIAL NOMINATION FORM

For this VSO to accomplish its goals it must have good officers. Give nomination of a President serious thought since this is the individual who will conduct meetings and serve as your official spokesperson.

The person you choose to serve as President should be one who will represent you in the best possible way, who has the skills it takes to run a meeting and speak in public, and who is willing to work hard towards accomplishment of your goals.

Using the above as the basis for your selection, write the name of the one person you believe is best qualified to serve as your President.

To Be Completed In Secret

Name of the person I believe is most qualified to be President:

_____

Fold once and hand this form to the Chapter Advisor.

VICE-PRESIDENT OF ADMINISTRATION

NOMINATION FORM

For this VSO to accomplish its goals it must have good officers. Give nomination of a Vice-President of Administration serious thought since this is the individual who will coordinate activities and see that they are accomplished correctly and on time.

The person you choose to serve as Vice-President of Administration should be an individual who has the ability to get things done and the personality it takes to get other persons to work hard and like it. Since the best way to get others to work is by setting a good example, it is a good idea to choose an individual who is willing to work hard towards accomplishment of your goals.

Using the above as the basis for your selection, write the name of the one person you believe is best qualified to serve as your Vice-President of Administration.

To Be Completed In Secret

Name of the person I believe is most qualified to be Vice-President of Administration:

_____

Fold once and hand this form to the Chapter Advisor.

VICE-PRESIDENT OF FINANCE NOMINATION FORM

For this VSO to accomplish its goals it must have good officers. Give nomination of a Vice-President of Finance serious thought since this is the individual who will be responsible for raising money and this is what makes VSO activities possible.

The person you choose to serve as Vice-President of Finance should be an individual who has the ability to get things done and the personality it takes to get other persons to work hard and like it. Since the best way to get others to work hard is by setting a good example, it is a good idea to choose an individual who is willing to work hard towards accomplishment of your goals.

Using the above as the basis for your selection, write the name of the one person you believe is best qualified to be Vice-President of Finance.

To Be Completed In Secret

Name of the person I believe is most qualified to be Vice-President of Finance:

Fold once and hand this form to the Chapter Advisor.

SECRETARY NOMINATION FORM

For this VSO to accomplish its goals it must have good officers. Give nomination of a Secretary serious thought since this is the individual who will be responsible for keeping records and the lack of good records can cause a VSO to fail.

The person you choose to serve as Secretary should be an individual who has the ability to write well and keep good records.

Using the above as the basis for your selection, write the name of the one person you believe is best qualified to be Secretary.

Name of the person I believe is most qualified to be Secretary:

_____

Fold once and hand this form to the Chapter Advisor.

PARLIMENTARY PROCEDURE:

A Handbook for the Person Who Needs a Working Knowledge of this Group Discussion Skill

April 1983

John Bradley

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HOW TO OPEN & CLOSE A MEETING

To Call a Meeting to Order

Stand up straight, pick up the gavel, look at the audience and strike the sounding block with one slow deliberate rap.

Say, "The meeting will now come to order."

To Take a Recess

Member rises, secures recognition from the chair and says "I move we recess until ..." Requires a second and a majority vote.

To Adjourn

Member rises, secures recognition from the chair and says "I move we adjourn."
Requires a second and a majority vote.

HOW TO INTRODUCE BUSINESS

To Make a Motion

Member rises, secures recognition from the chair and says "I move that..." Requires a second.

If seconded, the President says "It has been moved and seconded that..." The President then says "Is there any discussion?" When discussion ceases the President says "Is there any more discussion? If not, we shall proceed to vote. All in favor signify by saying 'Aye.' All opposed signify by saying 'Nay.' The motion is carried (or lost)."

Motion Lost for Lack of a Second

When no one offers a second to a motion the President says "The motion is lost for the lack of a second."

HOW TO IMPROVE A MOTION

To Request Information

The inquirer rises, secures recognition from the chair and says "Mr. President, I rise to a point of information." The President says "Will the speaker please state their point." The inquirer is then free to ask their question.

To Amend a Motion

The member rises and gains recognition from the chair. After gaining recognition the member says "I move to amend the original motion by (adding the words.....) or (striking out the words....)." Requires a second and is open to discussion.

To Correct an Error

The member rises and without waiting for recognition from the chair says "I appeal the decision of the chair." The President says "My decision has been appealed - is there a second?" If there is a second the motion is open to debate, each member can speak once and the President can speak twice. When discussion ceases the President takes a vote by saying "All those supporting the decision of the chair signify by saying 'aye.' All those opposed to the decision of the chair signify by saying 'nay." A tie vote supports the chair.

To Refer a Motion to a Committee

The members rises, gains recognition from the chair, and says "I move that this matter be referred to a committee." This motion requires a second, is debatable, may be amended, and requires a majority vote.

To Move to Reconsider

The member rises, gains recognition from the chair, and says "I move to reconsider the motion .... (then states

the motion and why it should be reconsidered)." This motion requires a second, is debatable but not amendable, and requires a majority vote.

To Suspend the Rules

The member rises, gains recognition from the chair, and says "I move we suspend the rules to allow.... (states the reason for wanting to ignore the regular rules)." This motion requires a second, is not debatable or amendable, and requires a two/thirds vote.

HOW TO FORCE A DECISION

To Force a Vote

The member rises, secures recognition from the chair and says "I move the previous question." This motion requires a second, is not debatable and requires a two/thirds vote. If this motion passes then the main motion is voted upon next.

Voting

In order from least to most reliable - By voice by saying "Aye" or "Nay;" By the raising of hands; By standing; By secret ballot; By roll call.

Any member can demand a more reliable vote by saying "I call for a division of the house" and the President must comply.

HOW TO STOP ACTION

To Postpone Discussion

The member rises, gains recognition from the chair, and says "I move to postpone discussion of this matter....(member states a specific time for the motion to be brought back for discussion)." This motion requires a second, is debatable, is amendable, and requires a majority vote.

To Kill a Motion

The member rises, gains recognition of the chair, and

says "I move to postpone this matter indefinitely." This motion requires a second, is debatable but can not be amended, and requires a majority vote. If this motion passes the main motion can never be brought up again except as a different motion at a later meeting.

To withdraw a Motion

The person who has made a motion can stand up, secure recognition from the chair and say, "I withdraw my motion." No second is required and this is not debatable. The President asks "Are there any objections?" If none, the motion is withdrawn. If there are objections it takes a majority vote for the motion to be withdrawn.

HOW TO ENFORCE THE RULES

To Draw Attention to a Violation of the Rules

If a violation occurs any member can rise and say "I rise to a point of order." The President says "State your point." The member then explains the rule violation that has occurred. The President replies by saying "Your point is well taken (or not well taken)."

To Keep to the Agenda as Published

Any member can rise and say "I call for the orders of the day." The President must then proceed to follow the agenda as published unless a motion to suspend the rules is made and passed.

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